

# COVERSHEET

## EIA Program Report for Fiscal Year 2005-06 And Budget Request for Fiscal Year 2006-07

EIA PROGRAM NAME: S.C.MIDDLE GRADES INITIATIVE  
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Oct. 6, 2005

## **Fiscal Year 2005-06 EIA Program Report**

### **EIA Program #1: MIDDLE GRADES STUDENT PROFILE**

1. What were the objectives of this program during Fiscal Year 2004-05? Our initial fy'05 objective was to produce an analysis of the social, health, economic, and academic factors affecting student achievement. However, this objective was revised because the EOC asked the Middle Grades Project to join them in a report on the middle grades. When the EOC asked us to help produce such a report, we agreed to develop a comprehensive profile of the students in middle level schools.

2. Were the Fiscal Year 2004-05 objectives met? Please provide specific, quantifiable data and explanations.

We started our work by reviewing similar reports in the United States on middle grades students. These reports included many publications by the Search Institute and two books by the Michigan League for Human Services. These reports are based on special data sources from surveys of students, teachers, and administrators. It became apparent that we needed to find similar survey and other data in South Carolina. Eventually, nine surveys were identified and through considerable effort the Middle Grades Project acquired either the files or published summaries of the data. These surveys included the following:

a) NCHS: 2003 National Survey of Children's Health responses of a random sample of South Carolina parents of 11-14 year olds

b) SS: 2003/04 Student Survey of all middle grades students

c) PS: 2003/04 Parent Survey of many parents of middle grades students

d) TS: 2003/04 Teacher Survey of all teachers in middle grades schools

- e) CTC: Communities That Care Survey responses in three counties for middle grades students during 2003 and 2004**
- f) DAODAS: 2001/02 Survey of Public School/Students Concerning Attitudes and Behaviors Related to the Use of Alcohol, Tobacco, and other Drugs**
- g) CSS: Carnegie School Survey responses of students in 17 low income middle grades schools in 1997/98**
- h) CST: Carnegie School Survey responses of teachers in 17 low income middle grades schools in 1997/98**
- i) ORS: Office of Research & Statistics of SC Budget & Control Board**
- j) NAEP: National Assessment of Educational Progress for 8<sup>th</sup> grade in 1998, 2002, & 2003**

**The surveys cover a wide range of topics. After extensive investigation, we chose to organize the data under the topics below:**

- A. Academic attitudes and potential**
- B. Learning environment**
- C. School climate**
- D. Personality and temperament**
- E. Parental concerns**
- F. Health**
- G. Character and positive developmental outcomes**
- H. Family**
- I. Home-school relations**
- J. Risk behaviors**

## **K. Out-of-school activities**

### **L. Neighborhood**

The selected data provide a unique profile of the attitudes and behavior of the students and of the influences on them from their families, schools, and communities. The first draft of this report was incorporated into the complete middle grades report presented at the August EOC retreat. During the fall of 2005, the EOC report and the two Student Profile documents will be released and posted on the EOC and Kids Count websites.

**2. What are the objectives of this program in the current fiscal year, Fiscal Year 2005-06? Explain how, if any, the objectives have changed from the prior fiscal year and why.**  
Our objectives for fy'06 are to carry out the district and state statistical analysis of the factors determining student achievement and to complete the student profile report drafted in fy'05. The first report will utilize state data warehouse files disaggregated to the district level. The student profile will be strengthened through further analysis of data files and by obtaining and responding to comments from middle school teachers and administrators.

**4. What measures or data will be used to assess the effectiveness of this program in meeting its objectives for the current fiscal year, Fiscal Year 2005-06 ?**

The effectiveness of the reports will be assessed by the response of school officials and policy-makers to the reports produced. Also, the number of persons accessing the reports on our website will be counted.

**5. What measurable actions will be taken to assure that the program objectives of the current fiscal year, Fiscal Year 2005-06, will be met?**

The critical actions are inherent in the data analyses produced. The measure of these actions is the quality and quantity of important data analysis generated and translated into the final reports.

## **Fiscal Year 2005-06 EIA Program Report**

**EIA Program #2: Middle Level Teacher Education Initiative**

**Effectiveness Measures: (See attached definition of terms and directions)**

**1. What were the objectives of this program during Fiscal Year 2004-05?**

In order to meet the certification regulations of South Carolina and the Teacher Quality requirements of the Federal No Child Left Behind Act, the EOC contracted with the South Carolina Middle School Association to provide assistance to Institutions of Higher Education (IHEs) in SC to encourage the development of middle grades teacher training programs. This contract began January 3, 2003 to run through January 2, 2004 and is eligible for annual extensions through January 2, 2008.

**Specific goals for 2004-05 were:**

**A. coordination of the efforts of all stakeholders in developing quality middle level teacher education training programs,**

**B. promotion to IHEs of the importance of developing middle grades teacher training programs,**

**C. support for emerging professors of middle level education programs in South Carolina through their professional association: Professors of Middle Level Education (SCPOMLE).**

**D. provide research assistance to the work of the Content Quality Networks (one for each of the 4 academic content areas, middle grades organization and philosophy, field experiences,**

adolescent development, and assessment of teacher trainees).

2. Were the Fiscal Year 2004-05 objectives met? Please provide specific, quantifiable data and explanations.

The program objectives for 2004-2005 were met in concrete ways that have exceeded our expectations. The original grant objectives continue to guide this project.

1. Collaborate with the SDE, IHEs and CHE. The grant coordinators have maintained communication and shared oversight of mutual goals and objectives. Presentations at the SCMSA Conference, the NMSA Middle Level Symposium, and Summer Leadership provided opportunities to demonstrate the benefits of this collaboration and to communicate to a larger audience. Colleges now recognize the need to begin planning for changes to their teacher preparation programs to address the middle level and respond to revisions in general NCATE program requirements. The turnover of personnel at CHE prompted that additional meetings be held with the new staff to bring them up to date on the project's scope and progress thus far and to determine new ways to work together to accomplish the project goals.

2. Create an ever-growing base of lead institutions involved in developing middle level programs. Eight IHEs have programs up and running and another 7-10 are active in pursuing middle level teacher education programs. This is evidence that colleges and universities recognize the need to begin planning for offering middle level teacher preparation programs. The presence of MLTEI project coordinators at Deans Meetings scheduled through the Office of Teacher Quality (now the Office of Educator Quality and Leadership) demonstrates the collaborative nature of this project. The grant has also supported the involvement of IHEs in the SC Middle School Association and in the work of the SCPOMLE through sponsored membership.

3. Maintain an electronic database of contacts to assist in communicating with all 31 teacher education institutions. The database is updated frequently as network leadership and membership changes occur. The website introduced last year has been expanded to reflect the work of the Content Quality Networks and has served to enhance communication efforts. The addition of a research assistant has enabled the network

coordinators and the project planning team to review, post, and distribute up-to-date information concerning research, resources, courses of study, and syllabi for discussion and use on the website.

4. Monitor impact of NCLB on teacher training. Updates are provided as they become available to keep IHEs updated on changes as they become known. The grant supported attendance at the SCMSA conference by SDE staff to present new information on NCLB and related topics. A number of IHEs have responded to the need to prepare highly qualified teachers for the middle grades by aligning the coursework requirements in their current programs more closely to state curriculum standards, by encouraging their professors to take the Praxis II exams, and by advising students of the changing requirements as they approach graduation deadlines. Information concerning NCLB is shared with IHEs at regular Deans Meetings, which are attended by project staff.

5. Make stakeholders aware of successful middle level teacher education program models. This objective spurred our planning for the Middle Level Teacher Education Symposium held at Coastal Carolina University in May 2004. The success of this first venture led to future plans to host a Carolinas Middle Level Teacher Education Symposium in conjunction with SCPOMLE and NCPOMLE. The success of the initial symposium resulted in development of the Content Quality Networks, which were put in place this year. Through the networks and the information posted on the website, we have been able to contact a much broader array of colleges and universities who have successful middle level teacher education programs. The CQN initiative has added considerable scope to the MLTEI project, but is proving essential in terms of accomplishing the goal of providing excellent program models.

6. Identify challenges, resources and support needs of IHEs. As we have worked with the IHEs over the past several years, we have learned that they need support in meeting the new NCATE requirements which will change to performance standards with the next reporting cycle. The IHEs expressed a need for more intensive, specialized help for middle grades program development, which we have provided through the symposium, NCATE training, and ongoing networks. The grant assisted the SDE in sponsoring the NCATE/SPA Training in late

January 2005, providing CQN network coordinators with information concerning the revised NCATE performance standards in content and pedagogy. The grant supported the Middle Level NCATE Training sessions provided by the Office of Educator Quality and Leadership which trained a number of participants, many of whom serve on the MLTEI/CQN committees.

This year we engaged professors to become more actively involved in the content networks and SCPOMLE by writing research briefs on a number of relevant topics and issues related to middle level teacher education. We have done this through several contractual arrangements with key IHEs involved in the MLTEI effort. Fourteen professors are involved in writing briefs to be posted in mid-January 2006. We also contracted with a research assistant to provide needed assistance to the substantial information-gathering needed by the eight content quality networks.

Through the efforts addressed in the preceding responses, the grant efforts were satisfactorily accomplished during 2004-2005.

3. What are the objectives of this program in the current fiscal year, Fiscal Year 2005-06? Explain how, if any, the objectives have changed from the prior fiscal year and why.

The 2005-2006 objectives encompass the following goals.

A. Continue to implement Middle Level Teacher Education Initiatives as outlined in the original project proposal submitted in 2002. This objective has evolved over the life of the grant to include new strategies to achieve the grant's original intent. The project has grown from the original five lead institutions to include more than half of the 31 teacher education institutions in the state.

B. Coordinate the work of the eight Content Quality Networks, organized to address the development of quality program components in each of the NCATE standards for middle grades. This objective was begun in the past year to ensure that new middle grades programs meet the high standards of quality required for NCATE accreditation. Reports and network progress are continually being posted on the MLTEI website at



[www.mltei.org](http://www.mltei.org) as networks complete their work in this area over the next 12 months.

C. Expand ways of communicating with network institutions and the Content Quality Networks to expedite planning and implementation of new middle level teacher preparation programs. This year the website will be expanded to enhance the discussion capabilities of the networks. Grant coordinators will use new forms of technology to make data and resources available to networks. The research assistant is working closely with each network coordinator and with the webmaster to make information available to participants and interested, potential program planners.

D. Support the awareness level and provide access to quality information and resources to ensure successful implementation of middle level teacher preparation programs. We plan to publish the research briefs, annotated reviews of the literature, and support documents written by the professors contracted by the grant and make this information available to the IHEs in South Carolina and the United States. We will invite representatives from each higher education institution to attend the Carolinas POMLE-sponsored Middle Level Teacher Education Symposium at The College of Charleston in May 2006, a first time event to increase awareness and communication across the state borders. We will continue to heighten awareness levels by promoting increased presentations at the South Carolina Middle School Association Conference and regional professional development workshops of SCMSA. We also plan to maintain a presence at Dean's Meetings, as appropriate.

4. What measures or data will be used to assess the effectiveness of this program in meeting its objectives for the current fiscal year, Fiscal Year 2005-06?

A. The original grant objectives will be measured by participation levels in grant activities. Data will be requested of participants to evaluate the effectiveness of grant efforts in supporting middle level program development.

B. The Content Quality Networks efforts will be evaluated through data gathered from the review process included in the proposed guidelines for the activities of each network. The first review in the fall of 2005 was conducted through a conference call to participants with the anticipation of a final document

completed by the spring of 2006. The fall 2005 review provided needed feedback and input to inform the content of the completed reports by each network. The spring reports will be used to evaluate the progress in each of the content areas and will be published for external review.

C. Plans to record the number of times the website is accessed has not been completed up to this point but will be investigated in the coming year to indicate the effectiveness of website use. Surveys of the use of conference calls and email will provide data to determine the continued use, efficiency and effectiveness of using technology to support planning efforts.

D. Responses to invitations to attend meetings and conferences on middle level education and related issues are monitored. Feedback from attendees to determine usefulness of the information gained from those meetings is still used to monitor the delivery system used for meetings. Prior feedback prompted the change from a face-to-face meeting to a conference call meeting for our Fall 2005 Network meeting.

E. The Content Quality Networks and the grant coordinators will review the specific programs being developed by IHEs to investigate the quality of their middle grades programs. The number and scope of the courses and syllabi will be reviewed as evidence of program quality. The CQN members will engage in the review of these courses and will develop suggestions for improvements.

5. What measurable actions will be taken to assure that the program objectives of the current fiscal year, Fiscal Year 2005-06, will be met?

Grant coordinators will provide active oversight of grant activities throughout the year. Surveys, informal discussions and data retrieved from work of sub-committees will be available for review.

A planning team made up of the two grant coordinators, the research assistant and the Middle Grades Project Director holds monthly meetings to assess progress and develop future plans and directions.

## **Fiscal Year 2006-07 EIA Budget Request**

EIA Program Name: **S.C. MIDDLE GRADES INITIATIVE**

**Information provided below will be used by the EIA and Improvement Mechanisms Subcommittee in recommending funding levels for this EIA program in Fiscal Year 2006-07 and in any proviso changes.**

- (1) FY 2005-06 Base Appropriation: \$ 100,000**
- (2) FY 2006-07 Total Amount Requested: \$ 100,000**
  - 0 % Increase Requested over FY 2005-06 Base**
  - 0 % Decrease Requested over FY 2005-06 Base**
  
- (3) Cost Estimates for Increase or Decrease in Funding for FY 2006-07 NA**

- (4) Detailed justification for increase, decrease or maintenance of funding

Based upon the total budget request for Fiscal Year 2006-07, what would be the program objectives for this program? Explain how the proposed increase, decrease or maintenance of funding affects the current program objectives.

The middle grades are facing a very critical period. Accountability review by No Child Left Behind and the Education Accountability Act which raise the bar for student performance and the impending certification and fully-qualified requirements of state certification regulations and NCLB make it very important that the causes of student achievement be understood better. A more comprehensive specification of the determinants of student achievement will place appropriate emphasis on the contributions needed by family, community, health and human services, school climate and support, and other non-instructional influences that are known to have important impact on whether middle grades students attain state and national academic standards. Also, the development of fully qualified middle grades teachers is essential for attaining NCLB and EAA standards of student performance.

- (5) Detailed Justification for any additional FTEs Requested  
NA
- (6) Please complete the following chart which will provide detailed budget and expenditure history.

Funding Sources	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Requested
EIA	\$100,000	\$100,000	\$100,000	\$100,000
General Fund				
Lottery				
Fees				
Other Sources				
Grant				
Contributions, Foundation				
Other (Specify)				

Budget Cuts	-\$5,000	-\$4,500		
Carry Forward from Prior Year				
<b>TOTAL:</b>	<b>\$95,000</b>	\$95,500	\$100,000	\$100,000

<b>Expenditures</b>	<b>2003-04 Actual</b>	<b>2004-05 Actual</b>	<b>2005-06 Estimated</b>	<b>2006-07 Anticipated</b>
Personal Service				
Supplies & Materials				
Contractual Services	\$95,010.23	\$99,459.00		
Equipment				
Fixed Charges				
Travel	\$459.77	\$412.12		
Allocations to Districts/Schools				
Employer Contributions				
Other: Please explain				
Carry Forward to Prior Year				
<b>TOTAL:</b>	\$95,470	\$99,871.12		
<b># FTES</b>				

